



category incorporating students who, for reasons such as ethnicity, class, or language, feel the service site is just as much—or more—home than the university. As the vast majority of service-learning scholarship focuses on students who encounter “the other” (Shadduck-Hernandez, 2006), Borderlands may help us theorize the experiences of students who encounter some form of themselves. In particular, this theory might shed light on the experiences of non-dominant students in predominately white institutions.

This presentation explores Anzaldúa’s (1987) description of hybrid identities and analyzes student reflections through this frame. This analysis highlights the complex dynamics of belonging and not belonging at service sites and in university settings due to factors such as common identities and experiences, different motivations for service, structural and internalized racism, and curriculum geared toward helping privileged students understand privilege. Finally, building from Anzaldúa’s (1987) mestiza consciousness, this session emphasizes that these hybrid identities are not a problem to be addressed by SL research, as underrepresented students are often framed, but rather these students are in a uniquely generative position that has much to teach our field.

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